

DOCUMENT RESUME

ED 136 047

08

CE 010 216

TITLE Evaluation of BHQ Career Education Project.
INSTITUTION Educational Research and Development Associates, West Chester, Pa.
SPONS AGENCY Allegheny Intermediate Unit, Pittsburgh, Pa.; Office of Education (DHEW), Washington, D.C.
BUREAU NO 361093
PUB DATE Jul 76
GRANT OEG-073-5276
NOTE 26p.; For a related document see ED 118 793

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
DESCRIPTORS *Academic Achievement; *Career Education; Comprehensive Programs; Curriculum Development; Elementary Secondary Education; Fused Curriculum; Post Secondary Education; *Program Effectiveness; Program Evaluation; Regional Programs; Student Attitudes; Summative Evaluation; Teacher Attitudes; Teacher Participation; *Vocational Development

IDENTIFIERS Pennsylvania (Allegheny County)

ABSTRACT

This third-party evaluation report of the BHQ (Baldwin-Whitehall, Highlands, and Quaker Valley) Career Education Project, a K-14 effort in Allegheny County, Pennsylvania, focuses on student outcomes resulting from efforts at staff development, curriculum infusion, resource centers, and community involvement. Included in the report are (1) discussions of background and history of the project and problems encountered in the evaluation, (2) a description of the evaluation design (student testing in grades 3, 6, 9, and 12 to measure outcomes in terms of product objectives and examination of treatment and management through observation, questionnaires, and teacher logs), and (3) data analysis and findings. Major conclusions include the following: The project achieved all product objectives in grade 3, 25% in grade 6, 14% in grade 9, and 25% in grade 12. It was successful in motivating, supporting, and training large numbers of teachers who are more aware of career education and utilize these concepts in teaching. Resource centers established in all districts are used by large numbers of students who rate them highly, as do teachers. Parents and community have been involved. Individual teachers have infused career education concepts into their curriculum to some degree; no project-wide curriculum exists. Coordinators were limited in support they could provide to teachers. (TA)

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ED 136047

E R A N D A

EVALUATION OF BHQ CAREER EDUCATION PROJECT

Submitted to: Mrs. Jane Robertson Fortney
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July, 1976

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I. Background and History

The BHQ Career Education Project was coordinated by the Allegheny Intermediate Unit and was operational in Baldwin-Whitehall, Highlands, and Quaker Valley School Districts. These school districts differ in size, complexity and clientele. The common characteristic is a commitment to career education.

ERANDA was selected as the third party evaluator after the first year and produced an evaluation design in accordance with the Scope of Work Statement released by the Project Director and the evaluation guidelines formulated by Development Associates, Inc. for the U. S. Office of Education. The design was continued for the third and final year.

The problems encountered were:

- (1) Severe reductions in project funding level with consequent restriction of evaluation activities. Emphasis has been placed on student outcomes or products. Very few resources are available to evaluate the educational process (treatment) or project management.
- (2) Differences between the objectives previously identified by project personnel and those contained in the Scope of Work Statement (six) and the evaluation guidelines formulated by Development Associates, Inc. (thirty-three). Considerable effort was expended last year cross-referencing the various sets of objectives and determining the relative emphasis placed on them by the project. The objectives accepted last year were continued for the third and final year.

- (3) Instrumentation still posed a problem because of district policy particularly in self-concept and the time required for testing was also a limitation in the selection process.

II. Evaluation Design

The project objectives and the measuring instruments employed were as follows:

Scope of Work #	USJE #	Objective	Grade Level	Instrument
1	I c	Students will display positive attitudes toward themselves	3,6	McDaniel Inferred Self-Concept Scale
1	I d	Students will recognize that social, economic, educational and cultural forces influence their development	9,12	Career Development Inventory - C
2	IV a	Students will know the major duties and required abilities of different types of paid and unpaid work	3,6 9,12	Career Education Questionnaire - 3,6 Career Development Inventory - C 9,12
2	IV b	Students will know differences in conditions and life styles associated with different types of paid and unpaid work	3,6	Career Education Questionnaire
2	IV c	Students will know entry requirements for major types of paid and unpaid work	6,9, 12	Career Education Questionnaire - 6 Career Development Inventory - C 9,12
3	V c	Students will be able to identify, locate and utilize sources of information to solve career decision-making problems	9,12	Career Development Inventory - C
3	V e	Students will know the steps to be taken and the factors to be considered in career planning	9,12	Career Development Inventory - C

Scope of Work #	USOE #	Objective	Grade Level	Instrument
3	V f	Students will demonstrate active involvement in career decision-making	9,12	Career Development Inventory - A & B
4	VIII	Students who are leaving the formal education system will be successful in being placed in a paid occupation, in further education or in unpaid work that is consistent with their career decision	12+	Questionnaire to 1975 graduates
5	NA	The extent to which the number and type of job preparation opportunities have been expanded for young people in grades 10 through 14	10-14	Questionnaire to Counselors and Co-op Directors
6	NA	The financial resources from Section 142 (c) of Part D of P. L. 90-576 that were expended at each of the grade level breakouts	K-14	Examination of Project's Financial Records

The objectives were primarily concerned with student outcomes. The only evaluation activities directed toward Treatment (Process) or Management were observations, questionnaires, teacher logs, etc., to determine if educational activities previously mentioned were actually conducted and what type of client response they evoked. The evaluation design employed with objectives 1 through 3 was a pre-test, post-test non-control group design. Campbell and Stanley¹ refer to it as pre-experimental design #2. It provides marginal protection against the threats to internal and external validity. The major reasons for selecting this design were as follows:

- (1) Career education activities exist in all schools to which the project has access. A non-contaminated control group could not be located within the districts.

¹Campbell, Donald T. and Stanley, Julian C., Experimental and Quasi-Experimental Designs for Research on Teaching.

- (2) Lack of lead time prevented the staff from overcoming a natural reluctance to serve as a control group on the part of non-district classes.
- (3) A reduced funding level required cuts in the program's educational activities. Even if a control group could be located (unlikely) it could be difficult to justify diverting the additional money required for testing from program activities to evaluation.

Objectives 4 and 5 were criterion referenced. The criterion for Objective 4 is that 60 percent of the responding students (1975 graduates) indicate that they have been successful in locating a paid occupation, further education or unpaid work consistent with their career decision. The criterion for Objective 5 is a 20 percent increase in the number and type of job preparation opportunities for students between the current year and the year preceding the project.

Objective 6 consists of allocating all expenses to the grade categories provided.

For Objectives 1, 2 and 3 a pre-test, post-test non-control group design was employed. The data was analyzed by grade level using the correlated "t" test at the .05 level (two-tailed).

Objectives 4 and 5 were criterion referenced and it was determined whether or not the criterion was met, not met, or exceeded. Stratified random sampling techniques were employed to select subjects for testing and interviews.

III. Results

Pre tests were administered in October and November in Quaker Valley and Highlands, but because of a teacher strike pretests were not administered in Baldwin-Whitehall until November and December. Post tests were administered in May. Pre and post testing were required by the evaluation design to determine whether or not objectives 1 through 3 had been achieved.

TABLE I
PERFORMANCE OF DHQ PROJECT THIRD-GRADE STUDENTS
ON THE MCDANIEL INFERRED SELF-CONCEPT SCALE

Grade	N	Pre-Mean	Post-Mean	Gain	"t"	Probability
3	119	111.65	118.66	7.01	4.78	.001

The design originally called for pre and post testing on the McDaniel Self-Concept Scale at both the third and sixth grade levels. Pre and post testing occurred only at the third grade level. Post tests were given in several of the sixth grade classes. A correlated t-test was run on the third grade data to determine whether or not there was a significant improvement in self-concept from pre to post. Table I indicates that there was a mean gain of 7.01 points on the McDaniel Inferred Self-Concept Scale which was significant beyond the .001 level of probability. The mean for sixth grade students at the end of the year was 133.42 which was high indicating students had a good self concept, but there is no way to determine whether or not there was significant improvement. Objective #1 (I c) has been partially achieved.

Objectives #2 (IV a, b and c) were assessed by the Career Education Questionnaire at the third and sixth grade levels. Table II indicates that there was significant improvement from pre to post testing on the CEQ for

TABLE II

PERFORMANCE OF BHQ PROJECT THIRD AND SIXTH GRADE
STUDENTS ON THE CAREER EDUCATION QUESTIONNAIRE

Grade	N	Pre-Mean	Post-Mean	Gain	"t"	Probability
3	95	30.07	32.04	1.97	3.99	.001
6	99	36.11	37.10	.99	1.81	NS

third graders. The pre-mean was 30.07 and on the post test third graders gained 1.97 points to 32.04, which was a significant gain beyond the .001 level of probability. At the sixth grade level there was no significant improvement from pre to post though there was a mean gain of .99. The data indicate that objectives IV a, and IV b were achieved at the third grade level, but IV a, b and c were not achieved at the sixth grade level.

At the ninth and twelfth grade levels, objectives 1 (Id), 2 and 3 were assessed by the Career Development Inventory. Table III shows that ninth

TABLE III

PERFORMANCE OF BHQ PROJECT NINTH GRADE STUDENTS ON
THE CAREER DEVELOPMENT INVENTORY

(N = 49)

Scale	Pre-Mean	Post-Mean	Gain	"t"	Probability
Planning Orientation (A)	93.67	101.71	8.04	3.27	.01
Resources for Exploration (B)	239.41	238.69	- .72	-.12	NS
Information & Decision-Making (C)	16.76	17.37	.41	1.17	NS
TOTAL	349.88	357.76	7.88	1.11	NS

graders showed significant improvement in Planning Orientation gaining 8.04 points on this scale of the CDI. On Scale B (Resources for Exploration) the ninth graders showed a slight decline, but it was not significant and on

Scale C (Information and Decision-Making) they showed a slight increase which was not significant. At the ninth grade level, the objective V f was partially achieved, while I d, IV a, b and c and V c and e were not achieved.

Twelfth graders had similar results on the CDI (see Table IV). There was a significant improvement in Planning Orientation (Scale A), but there was no significant improvement on the two remaining scales. Objective V f was partially achieved at the twelfth grade level and objectives I d, IV a, b and c and V c and e were not achieved.

TABLE IV
PERFORMANCE OF BHQ PROJECT TWELFTH GRADE STUDENTS ON
THE CAREER DEVELOPMENT INVENTORY

(N = 69)

Scale	Pre-Mean	Post-Mean	Gain	"t"	Probability
Planning Orientation (A)	105.73	112.54	6.81	2.52	.01
Resources for Exploration (B)	264.28	259.20	-5.08	-.72	NS
Information and Decision-Making (C)	16.52	16.57	.05	.08	NS
TOTAL	381.42	386.74	5.32	.60	NS

Objective 4 (VIII) requires that 60 percent of the departing seniors indicate that they have been successful in locating a paid occupation, further education, or unpaid work that is consistent with their career decision.

A sample of one-hundred seniors were given a questionnaire to ascertain their status relative to further school or job entry. Seventy-one were returned. Responses to the questionnaire given in Table V indicate the

project has been successful in achieving this objective. Sixty-nine percent of the students consider their employment or educational decision to be compatible with their career plans. This is considerably greater than the 60 percent required by objective 4. Slightly over twenty-five percent of those responding to this question, however, indicated on the form they didn't know and five other students did not answer the question. This indicates that a large percentage of graduating seniors are still unsure in their career planning. Only 22.5 percent of the students were still looking for employment during May of their senior year. This is a very impressive result considering the state the of the economy.

TABLE V
RESPONSE OF BHQ PROJECT SENIORS
TO THE CAREER PLANNING QUESTIONNAIRE

1. Check which one of the following applies to you.

	N	%
A. I have been accepted by a college, trade school, institute, etc., for study after high school graduation.	37	52.1
B. I have located a job where I will be working after high school.	14	19.7
C. I am still looking for a job where I can work after high school graduation.	16	22.5
D. I will enter the Armed Forces after high school graduation.	4	5.6

2. Do you think your decision to further your education or enter the job market will help you achieve your career plans? (be a lawyer, teacher, bricklayer, secretary, etc.)

Yes	46	69.7
No	3	4.5
Don't Know	17	25.8

The last two objectives were included in the Scope of Work Statement but not in the USOE list of objectives. Objective 5 (Scope of Work) requires a 20 percent increase in the number and type of job preparation opportunities for students between the current year and the year preceding the project.

TABLE VI
RESPONSE OF COUNSELORS IN BHQ PROJECT SCHOOLS
TO CAREER EDUCATION STATUS QUESTIONNAIRE

	N	%
1. Did the students in your school have a greater opportunity to prepare for jobs in the 1975-76 school year than they did in 1974-75?		
Yes	6	85.7
No	1	14.3
2. To what extent has the number of students visiting and observing various occupations increased since the 1974-75 school year?		
A great deal (greater than 40 percent increase)	5	71.4
Somewhat (20-40 percent increase)	1	14.3
A little (1-20 percent increase)	1	14.3
No increase (0 percent--no increase)		
3. To what extent has the number of students getting actual hands-on experience with the tools of a particular occupation increased since the 1974-75 school year?		
A great deal (greater than 40 percent)	1	14.3
Somewhat (20-40 percent increase)	6	85.7
A little (1-20 percent increase)		
No increase (0 percent--no increase)		
4. To what extent has the students' knowledge of the requirements, preparation, job conditions, etc., of various occupations increased since the 1974-75 school year?		
A great deal (greater than 40 percent)	4	57.1
Somewhat (20-40 percent increase)	3	42.9
A little (1-20 percent increase)		
No increase (0 percent--no increase)		

TABLE VI (CONTINUED)

		N	%
5. Do you think the school staff is more aware of and committed to Career Education now than it was in the 1974-75 school year?			
	Yes	7	100
	No	0	0

Table VI shows that 85.7 percent of the responding counselors felt that their students had a greater opportunity to prepare for jobs in the 1975-76 school year than they did in the previous school year. All of the counselors stated that their school staff is more aware of and committed to Career Education now than they were the previous year.

The modal responses to Questions 2, 3 and 4 show: (1) the number of students visiting and observing various occupations has increased over 40 percent; (2) the number of students getting actual hands-on experience has increased between 20 and 40 percent; and (3) more than a 40 percent increase has been observed in the students' knowledge of the requirements, preparation, job conditions, etc., of various occupations. Increases of this magnitude are very commendable.

The final objective (Scope of Work #6) deals with financial disbursements and will be covered by the Project Director in subsequent reports.

The total array of product objectives and the extent of their achievement is depicted in Table VII. The symbol + indicates achieved, - indicates not achieved, and O shows partial achievement. NA indicates the objective was not applicable at a particular grade level.

TABLE VII
ACHIEVEMENT* OF PRODUCT OBJECTIVES
BY BHQ PROJECT STUDENTS

Scope of Work #	USOE #	Objective	Grade Level			
			3	6	9	12
1	I c	Students will display positive attitudes toward themselves.	+	+	NA	NA
1	I d	Students will recognize that social, economic, educational and cultural forces influence their development.	NA	NA	-	-
2	IV a	Students will know the major duties and required abilities of different types of paid and unpaid work.	+	-	-	-
2	IV b	Students will know differences in conditions and life styles associated with different types of paid and unpaid work.	+	-	NA	NA
2	IV c	Students will know entry requirements for major types of paid and unpaid work.	NA	-	-	-
3	V c	Students will be able to identify, locate and utilize sources of information to solve career decision-making problems.	NA	NA	-	-
3	V e	Students will know the steps to be taken and the factors to be considered in career planning.	NA	NA	-	-
3	V f	Students will demonstrate active involvement in career decision-making.	NA	NA	0	0
4	VIII	Students who are leaving the formal education system will be successful in being placed in a paid occupation, in further education or in unpaid work that is consistent with their career decision.	NA	NA	NA	+
5	NA	The extent to which the number and type of job preparation opportunities have been expanded for young people in grades 10-14.	NA	NA	+	+

TABLE VII (CONTINUED)

Scope of Work #	USOE #	Objective	Grade Level			
			3	6	9	12
6	NA	The financial resources from Section 142 (c) of Part D of P. L. 90-576 that were expended at each of the grade level breakouts.	Project Director's Report			

Percent of applicable objectives totally achieved 100% 25% 14.3% 25%

- * + = objective achieved
 - = objective not achieved
 O = objective partially achieved
 NA = objective not applicable

IV. The Educational Process

The evaluation design employed complied with USOE guidelines and concentrated on student behaviors (the educational product).

While no process objectives were included in the design, the educational process employed by the BHQ project is described here.

The major project activities were:

- A. Staff Development: The BHQ staff consists of a full-time director and a half-time coordinator in each of the three participating school districts. The coordinator was the key to infusion of the program into the district. These personnel and selected consultants have conducted several in-service workshops and provided innumerable individual consultations with teachers. Comments from teachers who participated in the project were all positive. The Project Director was available to all districts in the Allegheny Intermediate Unit. She provided in-service programs, made speeches and gave special assistance to teachers or administrators when requested to do so. Special liaison personnel were

designated in each school district to handle all career education activities. The liaison person facilitated the communication of career education information to districts.

- B. Curriculum Infusion: The project has been very concerned with infusing career education concepts into the curricula of the participating districts. Table VI shows that 100 percent of the counselors in BHQ project schools consider the teaching staff to be more aware of and committed to career education now than before the start of the project. The teachers themselves were unanimous in indicating increased awareness (see Table IX). The project developed a very extensive Career Education Curriculum Card File. This File is organized into five levels encompassing grades 3-12. The Curriculum File consists of over 850 cards contributed largely by teachers in the project schools. Five-hundred copies of this File were distributed throughout the project schools last year. New curriculum materials were produced this year for the card file, however, due to budgetary limitations the cards were not reproduced. When this problem was explained to an evaluation team from the state, additional monies were made available to duplicate and distribute the cards before the conclusion of the project.

Examination of this File indicates it is not a curriculum but a series of resource cards briefly listing objectives, resources, materials, activities, games and role playing, etc. Redundancies and omissions exist in the Card File which has not been developed into a coherent curriculum but does serve as a catalyst for career education activities.

The cards are used by the teachers to varying degrees: some extensively using the materials as developed, some to plan specific activities, some in career education units during the year. Responses of teachers to a questionnaire indicated that almost 73 percent used the File a great deal or somewhat during the year (see Table IX). In one instance, the program had become a springboard to the whole year's activities. Parents were again invited into classes to discuss their occupations. When questioned, teachers indicated that parents returned in following years even though their child was no longer in the classroom.

In one fifth grade class the teacher read one child's essay on what she wanted to be (First Lady) from a paper she had written as a third grade assignment. This innovative teacher had searched out and requested earlier experiences from the student's teacher and used this as a way to stimulate thought and discussion about career choice.

The Senior Business students conducted a simulated business experience. The personnel applied for positions, were hired, and then worked in an appropriate department of the firm. The students were able to explain their responsibilities, activities and to answer unexpected questions from the evaluator, who had previous business experience.

A Career Education Newsletter was developed in the Highlands School District. The newsletter was first developed for publication in the local paper. The response was favorable and the coordinator for the district then developed a newsletter for distribution

throughout the Intermediate Unit area. The newsletter is attractive in format and is widely distributed.

There seems to be a core of teachers who have become intimately involved in Career Education. Their application varies (i.e. student class speeches on potential career opportunities, class units which provide ideas and information on possible career choices, community leader presentations and parent involvement. The degree of involvement in one school ranges from a school bulletin board, to a vital principal who encourages participation by all teachers, to a teacher who plans her entire curriculum around career choice.

Industry in the area of the project schools again were cooperative. Local supermarkets, nature centers, library, post offices, etc., have hosted field trips and discussed the various occupations available.

Teachers continue to utilize educational T. V. Channel 13 where there are specific programs which can be used in career selection, values clarification, etc. Even the first grade students are interviewing their parents regarding careers and reporting back to the class.

The Baldwin-Whitehall School District held its annual Career Fair in the spring which involved resource persons from various vocations ranging from Accountant to Veterinarian. The two-hour session covered the concepts of (1) Nature of the Work; (2) Places of Employment; (3) Training Requirements; (4) Employment Outlook; (5) Earnings and Working Conditions; and (6) Sources of Information. The Career Fair was again a successful operation.

In order to assist students secure employment or training opportunities, the Quaker Valley High School invited industrial personnel in to interview their students. The interviews were video-taped and reviewed with the students to help develop appropriate interview skills.

The amount of active participation has increased over the three years of the project. When asked about the future of career education, only one school district has committed itself for the continuation of the services of the coordinator. The other two express strong feelings that activities which have begun, will continue.

- C. Resource Centers: At the start of the BHQ project there was a general shortage of career education information. The small amount of information available was scattered between classrooms, counselors' offices and libraries.

The project has been successful in establishing career information centers at all levels in each of the participating school districts. The frequency of student use seems to be a function of location within the building and the attitude of the professional staff. Utilization rates vary. Baldwin-Whitehall Junior High seems most successful in that district, while the Senior High School at Quaker Valley is most effective. Highland School District has been most successful at all grade levels.

A questionnaire was administered to a random sample of 100 students (grades 9-12) who have used the Career Information Center (CIC).

Table VIII indicates the responses of the 85 students who responded. The number of students responding varies from item to item. On some items they gave no response, while on item 2 they gave multiple responses.

TABLE VIII
RESPONSE OF BHQ PROJECT STUDENTS (GRADES 9 AND 12)
ON THE CAREER INFORMATION CENTER QUESTIONNAIRE

	N	%
1. How many times have you used the Career Information Center?		
More than 10 times	9	10.6
7 to 10 times	7	8.2
4 to 6 times	27	31.8
Three times	15	17.6
Twice	10	11.8
Once	15	17.6
Never	2	2.4
2. What was your major reason for using the Center?		
It was a class assignment.	42	42.9
To learn more about jobs.	32	32.7
To learn more about colleges.	9	9.2
To learn more about training other than college (trade schools, apprenticeships, etc.).	5	5.1
To learn more about myself.	1	1.0
Other	9	9.2
3. How do you rate the Career Information Center in terms of helping you learn more about jobs, schooling, yourself, etc.?		
Very good	31	41.9
Good	30	40.5
Fair	12	16.2
Poor	0	0.0
Very poor	1	1.4
4. Was there enough material and equipment in the Career Information Center?		
Yes	67	89.3
No	8	10.7

TABLE VIII (CONTINUED)

		N	%
5.	Could you find the answers to your questions?		
	Yes	67	90.5
	No	7	9.5
6.	Was there someone to help you locate information in the Career Information Center?		
	Yes	72	96.0
	No	3	4.0
7.	Do you think that most of the students in your school know there is a Career Information Center in your building?		
	Yes	61	76.3
	No	19	23.8

Table VIII shows that the modal student used the Career Information Center four to six times. Over ten percent (10.6) of the students used the CIC more than ten times. This represents a very high degree of utilization.

On item #2 some students gave multiple responses. The most frequent combination was class assignment and to learn more about jobs. The percentages in the Table are based on the total number of responses to the item (98), but there were only 85 respondents. About 42.9 percent indicated their reason for using the center was that it was a class assignment. This also represents almost one-half of the respondents. This indicates a strong commitment on the part of teachers. About 9 percent of the students visited the CIC to learn more about colleges. This was considerably different from last year when no students had indicated they visited the CIC for this purpose. Over eighty-two percent of the students rate the CIC's as good or very good in terms of helping them learn more

about jobs, schooling, themselves, etc. Less than 2 percent rated the CIC's as poor or very poor. The overwhelming majority of users consider the CIC's to be:

- (1) Adequately stocked and equipped (89.3 percent)
- (2) Able to provide answers sought (90.5 percent)
- (3) Adequately staffed (96 percent)

The only student response which continues to raise concern is the 25.8 percent who think that most of the students are unaware that a CIC is in the building. This response is similar to last year's findings as well. The CIC's at the elementary level are central depositories where teachers check out materials. The system seems to work well with materials circulating between schools and residing in the classroom more often than the CIC.

- D. Community Involvement and Dissemination: The project has placed considerable emphasis on the involvement of the community in BHQ activities. Parents and community members have served as resource persons, hosted field trips, conducted video-taped interviews, and served on the Career Education Planning Committee.

Parents have been advised of project activities through school district papers, newsletters and the Career Fair.

- E. Teacher Questionnaire: As an additional evaluation of the program, a questionnaire was developed to ascertain teacher perceptions of the BHQ Career Education Program. One-hundred questionnaires were distributed to teachers in the three school districts. Seventy of the questionnaires were returned. Table IX indicates that the preponderance of returns came from Baldwin-Whitehall and Highlands. Quaker Valley is the smallest district and this helps to account for the smaller number of returns. Only one teacher indicated that

TABLE IX
RESPONSES OF BHQ TEACHERS TO
QUESTIONNAIRE ON PROJECT

	<u>N</u>	<u>%</u>
1. School District		
Baldwin-Whitehall	35	50
Highlands	29	41.4
Quaker Valley	6	8.6
2. Grade Level		
Grade 3	10	14.3
Grade 6	21	30.0
Grade 9	15	21.4
Grade 12	14	20.0
No Response	2	2.9
Grade 8	8	11.4
3. As a result of the BHQ Career Education Project, have you become more aware of Career Education?		
Yes, a great deal	41	58.6
Yes, somewhat	28	40.0
No, not at all	1	1.4
4. To what extent have you infused career education into your curriculum?		
A great extent	25	35.7
Somewhat	39	55.7
A little	6	8.6
Not at all	0	0.0
5. How would you rate the quality of the materials available to students in the Career Resource Centers?		
Very good	35	50.0
Good	26	40.0
Fair	8	10.0
Poor	0	0.0
Very poor	0	0.0

TABLE IX (CONTINUED)

	N	%
6. As a result of the BHQ Career Education Project, please indicate the extent to which your students became more aware of jobs and careers.		
A great deal	35	50
Somewhat	32	45.7
A little	3	4.3
Not at all	0	0.0
7. Have you received any in-service training in Career Education over the past three years?		
Yes	47	67.1
No	22	31.4
No Response	1	1.4
If yes, please rate the quality of this training:		
Very good	10	21.3
Good	29	61.7
Fair	8	17.0
Poor	0	0.0
Very poor	0	0.0
8. During the past three years, to what extent have you utilized Career Education Activities File?		
A great deal	6	8.6
Somewhat	45	64.3
A little	11	15.7
Not at all	8	11.4
Did not know it existed	0	0.0
If you utilized any of these activities, please rate the quality overall.		
Very good	10	16.4
Good	43	70.5
Fair	8	13.1
Poor	0	0.0
Very poor	0	0.0
9. How would you rate the success of the BHQ Career Education Project overall?		
Very good	23	32.9
Good	37	52.9
Fair	10	14.3
Poor	0	0.0
Very poor	0	0.0

he/she had not become more aware of Career Education as a result of the BHQ Career Education Project. All teachers indicated that they had infused career education into their curriculum and over 35 percent indicated they had infused career education to a great extent. When the teachers were asked to rate the quality of the materials available to students in the CIC's, 35 (or 50 percent) rated the materials as "very good," 26 rated them as "good" and 8 rated them as "fair." No teacher rated them as "poor" or "very poor." Fifty percent of the teachers indicated their students became more aware of jobs and careers as a result of the BHQ Career Education Project.

Forty-seven teachers indicated they had received in-service training in Career Education, while 22 had not. Of those who had received training, 39 said the quality was "good" or "very good" and 8 said it was "fair." The Career Education Activities File was used a great deal by 6 teachers while 45 said they used it somewhat. Eleven teachers indicated they used the file a little and 8 said they didn't use it at all. No teacher indicated that he/she did not know it existed. When they rated the quality of the activities they utilized from the file, 53 rated them as "good" or "very good" and 8 rated them as "fair."

The teachers were then asked to rate the success of the BHQ Career Education Project overall. Teacher perceptions of the project were good. Sixty of the 70 respondents rated the project as "good" or "very good" and the remaining 10 rated it as "fair."

V. Conclusions and Recommendations

The major conclusions substantiated by test data and evaluator observations are:

1. The project achieved all of its product objectives at grade three and 25 percent in grade six.
2. 14.3 percent of the product objectives were achieved at the 9th grade level and 25 percent at the 12th grade level.
3. The project was successful in motivating, supporting and training large numbers of teachers in the three school districts. The in-service training sessions were rated highly by teachers.
4. Teachers are more aware of career education and utilize these concepts in teaching.
5. Resource Centers have been established in all participating districts. Large numbers of students use these centers and rate them highly. Teachers also rated them highly.
6. The parents and community have been involved in BHQ project activities.
7. The BHQ project is primarily engaged in supporting and motivating the individual teacher. No project-wide curriculum exists.
8. Teachers have infused career education concepts into their curriculum to some degree.
9. Participating teachers were all volunteers who may accept all, some or none of the project's services.
10. Teachers perceive their students as more aware of jobs and careers.
11. The coordinators within each of the three participating districts were part-time personnel who were hard pressed to give the teachers the required support. In view of time limitations they did well.

12. Teachers rated the success of the program overall very highly.

The following recommendations seem appropriate:

1. Career education activities should be coordinated by the Allegheny Intermediate Unit on a continuing basis.
2. In-service sessions should continue to be offered to teachers and administrators in the Allegheny I. U.
3. District administrators should be encouraged to continue to promote career education concepts.
4. Explore with the I. U. the feasibility of awarding in-service credits for teacher workshops, etc.